

Art

Intent

Our art curriculum is based around the National Curriculum. Our Art and Design curriculum intent will take the children on a journey of creative self-expression from nursery to year 6. They will explore and experience working with a wide range of mediums and draw inspiration from a range of artists working at different times and places. Children will draw on their growth mindset skills to evaluate and improve their techniques during the creative process. It is designed to be an engaging and stimulating curriculum, which will allow the children to develop their drawing, painting, collage, printing, textile and sculpture skills which can then be transferred to other areas to help them thrive in Key Stage 3 and beyond.

Rationale

We teach art using the format below to allow children the opportunity to investigate not only an artist and their work but also the techniques needed to create an original piece of art across six different styles of art. Most units will require 6 hours of teaching over the course of a half term. Each step of the process can be one lesson each (1 hour), however this is flexible depending on the type of art.

Teaching Process	Activities based on:	What this may look like:
Investigate stimuli	Study artist, look at other pieces of their work, <i>compare and contrast from previous other artists (Year 3 upwards)</i> Cut up art/ use viewfinders to recreate part of art in some form Look at techniques and medias used (<i>recap from previous years work-year 3 upwards</i>)	Information facts on artist- style, technique Class piece of art recreating stimuli Small stamp/ postcard size pieces of art Visit to art gallery
Practise techniques	Look at media- teach skills related to technique- draw on previous experiences Use of growth mindset to improve techniques	Small practice piece
Plan new	Use theme from classwork/ current; in sketch books to map out a new piece of art based on techniques and style (NOT COPY STIMULI) Opportunities to use growth mindset to develop ideas and improve	Sketches annotated Use of ICT package to plan
Do (possibly over a few lessons)	Create new piece of art Opportunities to use growth mindset to develop ideas and improve	Individual piece of Art Group project Or in Year 5/6 (printing and textiles) whole class piece of art
Improve	Self/ peer evaluate (maybe ongoing) Teacher feedback Opportunity to enhance work/ improve/ have another go	Improvement to piece of work evident
Evaluate/ present	Evaluate and present a piece of work. Being able to talk about process and influences. Label thoughts behind work	Art galleries Evaluation forms

Art Curriculum

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Nursery	Knowledge	Skills taught in units	Vocabulary
	<p>I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I know how to use drawing to represent ideas like movement or loud noises.</p> <p>I know the names of some colours.</p>	<p>I can explore paint, using fingers and other parts of my body as well as brushes and other tools.</p> <p>I can express ideas and feelings through making marks.</p> <p>I can use my imagination when considering what can be done with different materials.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</p> <p>I can explore colour and colour-mixing.</p>	<p>Painting, colour, red, yellow, blue, Shape, detail.</p>

Reception	Knowledge	Skills taught in units	Vocabulary
	<p>I know the names of primary and secondary colours</p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>I can share my creations, explaining the process I have used.</p> <p>I can safely use and explore a variety of materials, tools and techniques,</p> <p>I can experiment with colour, design, texture, form and function.</p>	<p>Colour, green, orange, purple, mix, paint texture, soft, rough, smooth.</p>

Painting: Kandisky - Colour Study		
Knowledge	Skills taught in units	Vocabulary
To know primary and secondary colours	I can use thick and thin brushes I can mix primary colours to make secondary colours I can add white to tint and black to shade I can create a colour wheel	Primary, secondary, shades, colour, thick, thin, pattern, shape, texture, painting, colour wheel, contrast, repetition, opinion, artist
Drawing: David Hockney		
Knowledge	Skills taught in units	Vocabulary
To know different pencils give you different effects To know how to create mood/feelings in artwork To know pastels can be used to create different effects in art	I can draw lines of different size and thickness I can colour own work neatly I can show pattern and texture by adding dots and lines I can show tone by using 3 different types of pencils (hardness)	Thick, thin, lines, texture, tone, shade, drawing, pastels, pencils, hardness, control, dots, mood and feelings, patterns.
Textiles: Sheila Hicks		
Knowledge	Skills taught in units	Vocabulary
I know how to change the colours of materials by dyeing.	I can use weaving to create a pattern I can join materials using glue and/or stitch I can use dip dye and/or blotting techniques	Primary, secondary, shades, pattern, texture, tone, darker, lighter, textiles, fabric, weaving, concrete, thick, thin, lines, dip dye, blotting.

Collage: Kara Walker		
Knowledge	Skills taught in units	Vocabulary
I know an image can be created by layering textures and how textures can be achieved I know how to use a viewfinder to focus on a specific part of an artefact before drawing it	I can use a range of materials which are cut, torn or ripped I can sort and arrange material I can mix materials to create texture	Collage, materials, textures, viewfinder, overlapping, lines, shape, form, foreground, background.
Printing/Paint: Hokusai		
Knowledge	Skills taught in units	Vocabulary
I know how to mix paint to create secondary colours and brown I know how to use an IT paint package I know how to create a background using a wash I know how to create a repeating pattern in print	I can use repeating or overlapping shapes I can mimic a print I can use objects to create prints (sponge, polystyrene, etc.) I can press, roll, rub and stamp to make prints	Printing, paint, primary, secondary, pattern, overlapping, repeating, shape, form, foreground, background
Sculpture: Henry Moore		
Knowledge:	Skills taught in units	Vocabulary
I know that clay is pliable and can be moulded and shaped I know how clay parts can be joined together (score) I know that Henry Moore is a sculptor	I can use a combination of shapes I can include lines and texture I can use clay as a material I can use techniques such as rolling, cutting moulding, scoring and carving	sculpture, materials, texture lines, shape, form, rolling, cutting, moulding, carving, scoring

Painting: Impressionism Van Gogh		
Knowledge	Skills taught in units	Vocabulary
I know that art can create moods through choice of colour and technique I know how to use line, tone, shape and colour to represent movement	I can use a number of brush techniques, using thick and thin brushes to produce shapes, texture, patterns and lines I can mix colours effectively I can experiment with colour to create mood	Mood, movement, techniques, shapes, texture, patterns, lines, represent, create, landscape, perspective, scene, horizon, dark, atmosphere, impressionism, tone.
Collage: Impressionism Matisse		
Knowledge	Skills taught in units	Vocabulary
I know that collages can be produced using different materials and be in different forms.	I can select and arrange materials for a striking effect I can ensure my work is precise I can use overlapping, tessellation, mosaic and montage I can use IT to create art which includes my own work and that of others	Techniques, shapes, texture, patterns, lines, represent, overlapping, tessellation, mosaic, collage, abstract, realism, impressionism, mosaic, montage, materials
Drawing: Frida Kahlo		
Knowledge	Skills taught in units	Vocabulary
I know how different artists create facial features I know what term self-portrait is I know some artists famous for self portraits I know how to use sketches to produce a final piece of art I know how to use different shades of pencil to show tone and texture	I can use different hardness of pencils to show line I can repeat some of the techniques used by notable artists, artisans and designers I can create original pieces that are influenced by studies of others	Techniques, texture, patterns, lines, represent, hard, soft, facial features, expression, body language, self-portrait, sketches, tone/shading, realism, background, foreground

Printing: Yinka Shonibare		
Knowledge	Skills taught in units	Vocabulary
I know how to print using at least four colours	I can use layers of two or more colours I can replicate patterns observed in natural or built environments I can make printing blocks I can make precise repeating patterns	printing blocks, shape, texture, inspiration, dimension, layers, patterns/repeating patterns, replicate(copy), natural, manmade
Sculpture: Ramesh Mario Nithiyendran		
Knowledge	Skills taught in units	Vocabulary
I know how to show facial expressions and body language in sketches and other materials I know how to sculpt clay and other mouldable materials	I can include textures that convey feeling expression or movement I can use clay and other mouldable materials with more precision I can add materials to provide interesting detail I can use shape, colour and to represent figures in movement	mouldable, expressions, body language, movement, shape, sculpt, figures, texture, close-up, dimension, perspective, represent, layering
Textiles: Kazuhito Takadoi		
Knowledge	Skills taught in units	Vocabulary
I know collage can come in many different forms	I can include textures that convey feeling expression or movement I can choose from range of stitching techniques, shapes and stitch materials	Natural, manmade, shape, stitch, embroider, weave, texture, movement, collage, mixed medium
Drawing: Cezanne		
Knowledge	Skills taught in units	Vocabulary
I know how to use sketch books to experiment with different textures I know how to use photographs to help create reflections	I can use sketch books and past work to experiment with different textures I can use photographs to help create reflections I can use pencils (shading) to show reflections and shadows	Natural, shape, photographs, reflections, texture, close-up, media, inspiration, dimension, perspective, post impressionism, still life, composition, shading, charcoal, realistic.

Collage - Goldsworthy		
Knowledge	Skills taught in units	Vocabulary
I know collage can take many forms	I can mix textures, rough, smooth and patterned I can combine visual and tactile qualities I can use ceramic mosaic materials and techniques	Textures, smooth, rough, smooth, tactile, mosaic, observational, temporary, abstract, form, fine detail, purpose, blending, form, pattern, visual, tactile, natural, manmade
Observational art: Mary Cassatt		
Knowledge	Skills taught in units	Vocabulary
I know which media to use to create maximum impact I know how shade is used to create mood and feeling I know how to express emotion in art	I can use a full range of pencils, charcoal or pastels when creating a piece of observational art (mixed medium) I can collect information, sketches and resources to support creating a portrait and present ideas imaginatively in a sketchbook I can experiment with media to create emotion in art	Textures, tactile, charcoal, observational art, media, shade, form, fine detail, purpose, mixed medium, pastels.
Sculpture: Dali- Surrealism		
Knowledge	Skills taught in units	Vocabulary
I know why different tools have been used to create art	I can show life like qualities and real life proportions I can use tools to carve and add shapes, texture and pattern I can combine visual and tactile qualities I can use frameworks to provide stability and form (wire etc)	Textures, smooth, patterned, rough, tactile, media, abstract, form, surrealism, life like, real life, carve, pattern, exaggerated
Printing: Pop art - Yayoi Kusama		
Knowledge	Skills taught in units	Vocabulary
I know how to use a range of resources to create art I know how to overprint to create patterns I know how to create an accurate print design following a given criteria	I can build up layers of colour I can create an accurate pattern, showing fine detail I can use a range of visual elements to reflect the purpose of the work	Textures, rough, smooth, tactile, mosaic, abstract, interpretation, form, fine detail, purpose, layers, modern art, pop art

Drawing: Lowry		
Knowledge	Skills taught in units	Vocabulary
<p>To know about Lowry and his connection to Manchester</p> <p>To know how to organize line, shape and tone to represent figures and forms in movement</p>	<p>I can use a variety of techniques to add interesting effects, depicting movement and perspective</p> <p>I can choose a style of drawing suitable for the work</p> <p>I can create perspective through building to person scale differences and 2d to 3d foreground and background</p> <p>I can represent simple movement though angle of character</p> <p>I can use lines to represent movement</p> <p>I can collect information, sketches and resources and present ideas imaginatively in a sketch book</p> <p>I can experiment by using lines and marks to make texture</p>	<p>Effects, , precision, lightly, natural/ built world, acrylic, fumato, urban landscape, impressionism, realism, perspective, movement, texture</p>
Textiles: Gunta Stolzl		
Knowledge	Skills taught in units	Vocabulary
<p>To know how to explain why different tools have been used to create art</p>	<p>I can show precision in techniques</p> <p>I can choose from a range of stitching techniques</p> <p>I can combine previously learned techniques to create pieces (weaving/ stitching)</p>	<p>Stitch, contrast, texture, pattern, effect, colours, contrast, complement, juxtaposition</p>
Painting: Renoir		
Knowledge	Skills taught in units	Vocabulary
<p>I know how to explain why chosen specific techniques have been used, know how to use amendments and improvements in art</p>	<p>I can sketch lightly before painting to combine line and colour</p> <p>I can create a colour palette based upon colours observed in the natural or built world</p> <p>I can collect information, sketches and resources and present ideas imaginatively in a sketch book</p> <p>I can use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>I can use brush techniques and the qualities of paint to create texture</p> <p>I can combine colours, tones and tint to enhance the mood of a piece.</p>	<p>Effects, precision, line, lightly, natural, watercolor acrylic, impressionism, tone, tint, texture, layers, wash, mixed medium, brush stroke, natural, observe, mood</p>